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Sun Works/ Water, Energy, and Waste: Integrating Themes of sustainability into your

Fall Semester 2016

Lesson 1 of 2

**Common Core Standards**:

CCSS.ELA-LITERACY.RI.1.1  
Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.1.4  
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-LITERACY.RL.1.2  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**Danielson Framework: Domain 3 (instruction)**

3b Using Questioning and Discussion Techniques

3c Engaging Students in Learning

**Objective**: Student will learn how water pollution effects the environment.

**Vocabulary: Pollution, Toxic and Organism**

**Materials: *“Keeping Water Clean (Protecting Our Planet****”* by Ewan McLeish

**Procedure:**

Students will start on the rug. I will first ask them how they feel about helping others? What ways can we do this? How does this look like? Next I will then write a few vocabulary terms on the

white board. These will include: Pollution/Pollutants, Toxic and Organisms. I will discuss and encourage the students to help me define these terms in order to assist in their understanding of the round table discussion.

Next, I will introduce that we will eventually be conducting an experiment to test whether or not water pollution can be undone once it occurs. I will include a read aloud of the book ***“Keeping Water Clean (Protecting Our Planet****”* by Ewan McLeish. The read aloud will help students to understand how water pollution occurs and how it effects humans and living organisms within the water. (20 minutes)

I will then model the Turn and Talk question by saying “What activity can you do that can help water pollution or save water? (5 min)

Next students will Turn and Talk and discuss how they could help the environment by doing certain changes: Example, turning off the water when they brush their teeth.

(5 min)

Lastly, students will do a round table discussion where each student will speak on their ideas of how they can help prevent water pollution. (15 min)

Groupings/Differential: ( There are 6 IEP’s and 1 ESL student) Students will be paired with a turn and talk partner that help them keep on topic of what’s being discuss.

**Classroom Discussion Rubric**

CATEGORY

4

3

2

1

**Participation**

Student takes an active role, (without prompting), in classroom discussions, contributing relevant and insightful comments as well as posing thoughtful questions.

Student willingly participates in classroom discussions, offering useful and relevant comments.

Student responds to teacher prompts during classroom discussions, but seldom volunteers. Comments are sometimes not relevant to the discussion.

Student may or may not willingly respond to teacher prompts during classroom discussions, and never volunteers. Comments are seldom relevant to the discussion.

**Comprehension**

Student comments reflect a deep understanding of the topic being discussed.

Student comments indicate good understanding of the topic being discussed.

Student comments indicate less than clear understanding of the topic being discussed.

Student comments indicate little understanding of the topic being discussed.

**Respect for Others**

Student listens carefully to others, waits patiently for a turn to speak, and is respectful of other points of view.

Student listens to others, rarely interrupts, and generally accepts other points of view.

Student does not consistently listen to others, interrupts frequently and demonstrates little respect for other points of view.

Student typically does not listen to others, interrupts frequently and/or is rude and intolerant of other points of view.